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ABSTRACT

Divorced, widowed, or separated women need help in three basic areas in the transition from sheltered home life to the world of work: (1) in recognizing their own interests and abilities; (2) in obtaining up-to-date, salable skills; and (3) in finding support services, such as counseling, job placement, peer group support, and role models. A Homemakers Re-entry Program (HRP) addressing these needs was developed using CETA (Comprehensive Employment and Training Act) funding. It enrolled groups of women every three months following an assessment and testing preselection phase. The HRP, stressing individual development rather than skills development per se, involved orientation for self-assessment and study of career options, a work experience component consisting of two two-month stints working for nonprofit agencies, and a final two-week job-readiness seminar or series of workshops. Some women chose basic education or other training prior to the work experience, and some were referred to CETA for courses following graduation from the HRP. Weekly seminars and peer support continued throughout the five-month HRP. As-yet incomplete evaluation of HRP's model (i.e., first-year operation) indicates considerable success, although low job retention of graduates is troublesome. Increased counseling and followup services should accompany program continuation. (Relevant evaluation forms, agendas, and questionnaires are appended.) (CP)

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# Displaced Homemakers: A CETA Program Model Fitchburg, Massachusetts

U.S. Department of Labor
Ray Marshall, Secretary

Women's Bureau
Alexis M. Herman, Director

1978

CE 023 510

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## FOREWORD

The Women's Bureau is pleased to present this program model of the CETA-funded Homemaker Re-Entry Program (HRP) in Fitchburg, Massachusetts. This model has been prepared to assist prime sponsors and program managers in replicating displaced homemaker projects.

We recognize that programs for displaced homemakers can assume several different designs and present the HRP model as one possible method of operation. We hope to pass along any lessons learned from the Fitchburg project so that pitfalls can be avoided and successes duplicated.

We wish to express our appreciation to the following persons who, through their cooperation and assistance, provided information for this publication: Clifton J. Regan, CETA Director, Gardner Consortium; Ellie Basso, Manpower Service Coordinator, Gardner Consortium; Winnie Diebert, Senior Trainer, Homemaker Re-Entry Program; Ralph E. Jordan, Executive Director, State Manpower Services Council, Department of Manpower Development; Valerie Samuels, Program Development Specialist, State Manpower Services Council, Department of Manpower Development; Laura Saunders, Executive Director, New Environments for Women; and all the Homemaker Re-Entry Program participants.

Alexis M. Herman
Director, Women's Bureau

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HOMEMAKER RE-ENTRY PROGRAM

Fitchburg, Massachusetts

A Program Model

| | |
|---|---|
| Program Activity: | Work Experience |
| Program Goal: | Provide an intensive transition step for displaced homemakers to analyze interests and capabilities as they prepare for the world of work |
| Placement Goal: | 60 low-income women |
| Model Year Budget: | $88,300--Title I: Governor's 4 percent Discretionary Fund; $118,000--Gardner Work Experience Program |
| Staff: | Homemaker Re-Entry Program: 3 full-time and other Work Experience staff; Gardner Manpower Services Unit staff |
| Area: | Rural, Urban, and combined |

## INTRODUCTION--The Displaced Homemaker

A woman may be "displaced" from her primary responsibilities at home by divorce, separation, or widowhood. None of these words can accurately reflect the anxiety of moving from a secure, self-structured environment to the unknown, structured world of work. This is a period of transition which she has probably not experienced since the first days of marriage or beginning a family.

A tailored program is necessary to address the specific needs of a woman who has not been in the labor market for many years. The displaced homemaker requires assistance as she assumes a dual role. While continuing the duties of home and family, she must adjust to the additional responsibilities of wage earner--a role with which many women today are familiar.

The displaced homemaker who is eligible for CETA services has several commonly held characteristics. She is low income and may be receiving welfare or AFDC (Aid to Families with Dependent Children) payments. She cannot conceive of her usefulness in the labor market since she has not received wages for housework. She fears age discrimination because she is older than the average applicant for entry-level positions. In conjunction with age problems, her physical or emotional well-being may need improvement through assistance.

Many a displaced homemaker needs a two-fold program to achieve economic independence. First she must recognize her own interest and abilities. For probably the first time in a long while the homemaker does not have primary responsibility for someone else but thinks intensely about herself and her future. The homemaker's feeling of self-confidence must be raised so she can identify her rightful place in the labor market. Second, the displaced homemaker must be provided with technologically up-to-date skills which will facilitate her entrance into the world of work. A high confidence level can be dashed if skill mastery does not lie behind and support it.

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Note: This publication was prepared by Lynne Billman, Ph.D., in the Division of Coordination and Special Projects.

During the first phase, or confidence building, the homemaker needs personal counseling to help solve problems. She must now face the world as a "single." The comfort of a two-adult family with a distinction of home versus work has disappeared. A manner of alleviating the alienation of her "single status" is through intense support from a group of peers. Role models in the program are crucial to displaced homemakers. Their use breaks through the "them/us" barrier. A displaced homemaker in the program's administration provides an example to which the women can aspire and adds extra credibility to counseling.

Skills development involves more than the mastery of a specific work operation. Displaced homemakers are generally novices in the world of work and must learn basics such as consistent work habits of arriving on time or a dress code as well as employability skills. Another necessary "skill" for the job market is learning how to compete. Not only must a homemaker learn how to get a job but she must also be able to forge ahead in her career.

A primary step in building confidence and skills is recognition of the abilities she has learned as a homemaker. These transferable abilities can be combined with occupational information as she locates a place in the labor market. Job placement assistance will bring the homemaker closer to her goal of taking control of her own life. A new career will assist the displaced homemaker in achieving economic self-sufficiency, free from the fetters of dependency and insecurity.



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## I. BACKGROUND

In 1976 the California Legislature provided for funding of a Center for Displaced Homemakers in Oakland. Soon afterward the Maryland Legislature established a similar center in Baltimore. These two centers have spurred the beginnings of legislation in several States as the displaced homemakers' need for assistance is recognized.

On July 26, 1978, Massachusetts Governor Dukakis signed the Displaced Homemakers bill which he called "a turning point in our efforts to help what has traditionally been one of the most neglected groups in our society." The bill authorizes the establishment of multipurpose service centers for displaced homemakers which will provide counseling and training followed by job placement services in public and private employment.

An inquiry into "Preliminary Estimates of the Potential Population for a Statewide Displaced Homemaker Program" was conducted recently by the Office of Research and Program Development, Massachusetts Department of Manpower Development. According to this report, there are a total of 75,574 women in Massachusetts who may qualify as displaced homemakers. The study does acknowledge that due to varying definitions of a displaced homemaker and the lack of available data, its figures are not exact.

In preparation for the enactment of a Displaced Homemakers bill, the Massachusetts State Manpower Services Council (SMSC) planned, with the cooperation of a prime sponsor, to provide funds for a 1-year model program especially designed to aid displaced homemakers in making the transition from home to the world of work. To choose the site for the program, the SMSC sent letters to all prime sponsors and subgrantees under Massachusetts balance of State asking which sites were interested and prepared to operate a program for displaced homemakers. Of the six which responded, the Gardner CETA subgrantee was

selected. For this model program year, Gardner would allocate $118,000 in its Work Experience program slots to the homemaker program.

Since special capabilities in delivery of women's programs were needed for the model year, a Request for Proposals was issued by the SMSC using the Governor's 4-percent CETA discretionary fund. Eleven private-for-profit contractors submitted proposals. New Environments for Women, a consulting firm with a background in designing and delivering employment programs for women, was awarded $88,300. The contractor's role was with SMSC direction to design the homemaker's program, provide an onsite director and director of technical assistance, and train Gardner CETA staff to assume the leadership of the program after the model year.

The Gardner CETA subgrantee, a consortium located approximately 50 miles northwest of Boston, consists of 26 municipalities with a total population of 198,113 (see Figure 1). The distribution of population varies from rural to residential to urban. Eight of the municipalities have a population under 3,000. According to Massachusetts census statistics, the area has been experiencing a population decline since 1970.

The rolling plains and stretches of farmland in the consortium emphasize the rural isolation and impact upon program services delivery. In the cities, manufacturing is the predominant industry, accounting for the largest percentage of total area employment. The major cities are economically dependent upon a specific industry: Fitchburg on paper, Gardner on furniture, and Leominster on plastics. There are 10 public and private industrial parks in these three cities. However, employment in the manufacturing sector declined by approximately 12 percent between 1970 and 1977. Recently, several plants were closed in the consortium area. Those industries still hiring in the area are either seeking highly skilled employees or offering entry-level employment in often less than desirable conditions.

Figure 1. GARDNER SUBGRANTEE CITIES AND TOWNS

While manufacturing may be in a slow decline, several sectors have maintained employment stability or evinced a slight increase. The wholesale and retail sectors, which account for 24.5 percent of total employment, show moderate growth in the 1970's. The service sector expanded greatly but has now stabilized. Moderate growth was seen in finance insurance and real estate but that increase has also leveled out.

The economic recession of 1976 marked the highest rate of unemployment, 12.7 percent for the Gardner consortium. Since 1975, as industries have begun to recover, the unemployment rate decreased. As of May 1978, the rate is 5.4 percent for the consortium. Data are not available at the local level to determine unemployment among women. However, Massachusetts State data indicate that as of May 1978, the rate of unemployment for women in the entire State is 8.8 percent.

Among the population, the largest ethnic group is the Spanish speaking. Approximately 8,000 to 9,000 people in the Gardner consortium speak Spanish as their primary language. A viable CETA program must be prepared to assess the qualifications of the enrollees in their native language and offer "English as a second language" course.

The Gardner subgrantee was an excellent testing ground for a displaced homemakers program. The rural nature of its location, a declining manufacturing trade, the dearth of nontraditional occupations opening for women, and its high unemployment figures have caused the creation of an innovative and flexible program design for displaced homemakers.

A particularly acute problem in this area is the lack of public transportation. Only three cities in the consortium have access to transportation systems, which may even have a one bus a day schedule. While married, many displaced homemakers were financially unable to possess a driver's license or own a car. For this group, the lack of public transportation would preclude their participating in a CETA program if resources were not used to alleviate the problem.

## II. ORGANIZATION

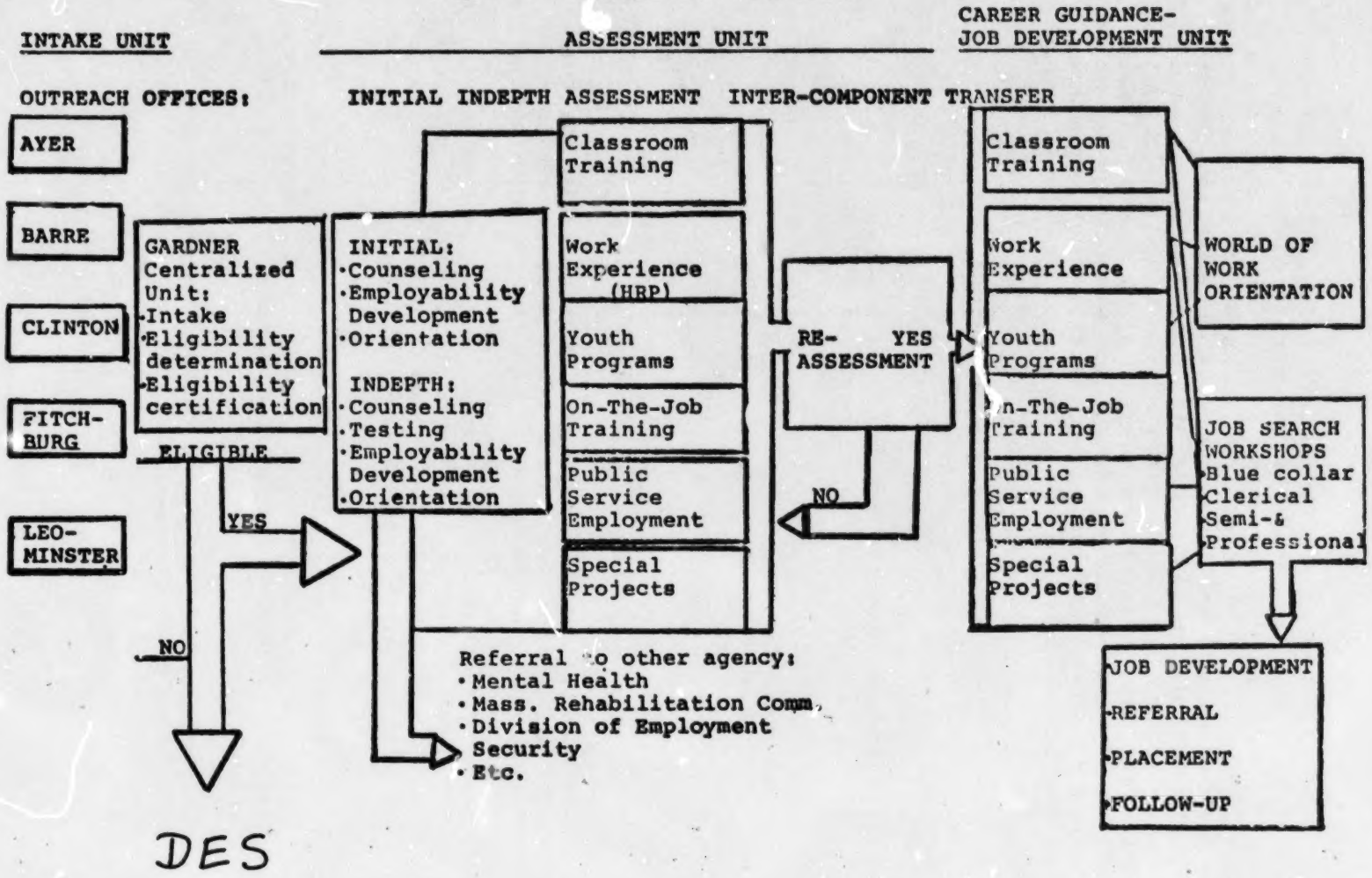
During the model program year, from July 1, 1977, to June 30, 1978, the Homemaker Re-Entry Program (renamed from the Displaced Homemakers Program) was a joint project of the State Manpower Services Council, Gardner CETA subgrantee, and the contractor. Before analyzing program components, the interplay of these three groups should be understood.

Gardner CETA consortium is a subgrantee operating out of the Massachusetts balance of State CETA funds. The subgrantee is an established, well-designed CETA program which serves the 26 municipalities mentioned previously. The Manpower Services Unit at Gardner provides a comprehensive and centralized unit responsible for all outreach/recruitment, intake, assessment, referral, job search techniques, job development, placement, and followup to CETA eligible enrollees. Based on the recommendations of assessment counselors, enrollees are referred to program components within the system. One of the components is the Homemaker Re-Entry Program (HRP). Eligible participants who do not show interest in HRP are referred to other program components such as classroom training, on-the-job training, public service employment, or youth programs. The Gardner subgrantee does not utilize contracts as a general rule, but it conducts training using inhouse staff. The concept of the Gardner subgrantee is that HRP be part of the Gardner CETA "feeder system." It is a program component which allows enrollees to use other CETA services or programs prior to and after the Homemaker Re-Entry Program (see Figure 2).

The State Manpower Services Council funded the contractor to use SMSC developed methods for HRP program design and onsite technical assistance. The Homemaker Re-Entry Program was administered by the contractor with assistance from the Gardner subgrantee for the model year. The contract has ended, and HRP becomes a program component administered totally by Gardner CETA. This conforms to the method of operation for all program components.

In the model year, 53 women were enrolled in HRP. Groups of 15 were enrolled every 3 months for a total of four groups. Of the 53 women, 19 were between the ages of 35 and 45, 24 were 45 to 54, and 10 were 55 and over. In

Figure 2. GARDNER CETA FLOW CHART



addition, 29 women have an education level from ninth to eleventh grade. None of the HRP participants had school age children,which eliminated a need for child care services. The majority of the women are Caucasian, one speaks limited English, and all are low income. An obvious deterrent to their entering the work force is lack of previous paid employment. A sample of women who obtained employment following the Homemaker Re-Entry Program indicates that half show no previous employment for wages. Those who do indicate paid employment were generally at minimum wage. The hourly wages before and after enrollment in HRP are as follows:

| Before | After |
|---|---|
| None | $2.75 |
| $1.60 | 3.07 |
| 2.30 | 3.00 |
| None | 2.65 |
| 1.50 | 3.20 |
| 2.40 | 2.65 |
| None | 2.65 |
| None | 3.00 |
| None | 3.00 |
| 3.13 | 3.75 |
| None | 2.65 |
| 2.82 | 2.85 |

Since the majority of displaced homemakers eligible for HRP worked many years ago or have no previous employment experience, HRP was designed to help these women make occupational decisions while building their confidence and self-esteem. They must gain a sense of responsibility for their own lives as they learn about the realities and opportunities of the working world. Employability behavior, rather than marketable skills, was stressed in this first step.

Eligibility for HRP includes being CETA Title I eligible; 35 years old or over; head of household through divorce, separation, or widowhood; and possessing little or no work history.

For the best understanding of the Gardner subgrantee relationship to HRP, a chronological approach will be used. The sequence of events from recruitment through placement and followup will be examined. We will walk through the program phases for a displaced homemaker.

## III. GARDNER SUBGRANTEE

### Recruitment

As explained previously, the Gardner subgrantee performs recruitment, intake, assessment, and placement for all Gardner CETA programs. There are six outreach/intake offices to facilitate entrance into CETA programs. Here CETA applications for eligibility are filled out. Outreach was limited in this case to maintaining a liaison with women's groups. Formal recruitment did not take place since the files at Gardner contained a surplus of CETA Title I eligible displaced homemakers. A geographical distribution study was conducted, and 75 applicants eligible for HRP were located. All were contacted, and 40 women came to Gardner to learn about the program.

By the eighth month and the third group of enrollees, the file banks contained a few interested applicants. At this point, HRP and the Outreach/Intake Unit conducted a publicity campaign to attract displaced homemakers to the program. They used traditional outreach methods such as radio, newspaper advertisements, and a press release from the Governor's office (see Appendix A).

### Assessment

After CETA eligibility has been established, participants are assigned to assessment counselors for interviews and counseling. Age, education level, and work history are recorded for the participant's employability development plan. This is an individual plan for achieving employment goals mutually developed by the assessment counselor and the participant. During assessment and testing, counselors record what is required for a participant to reach the goals. This may include training, work experience, further counseling, and/or education (see Appendix B).

During the assessment program, participants view an audio-visual presentation about CETA--its various titles and program components. In addition, the presentation on "Client Services" describes what assistance CETA can provide at the Gardner subgrantee. When a participant shows minimal or no work history, as do the majority of displaced homemakers, she is referred to a testing specialist who administers a series of tests.



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## Testing

Further information for the employability development plan is gleaned from the testing batteries. The tests measure interest, aptitudes, and abilities which, when added to the plan, present a comprehensive participant profile. Many homemakers have not evaluated their employable skills and interests for many years. The tests also aid the women in identifying the types of occupations for which they have an inclination and aptitude.

Three tests are principally used in the battery of tests. The Career Ability Placement Survey (CAPS) measures eight abilities as they relate to the occupational clusters. It helps the participant understand her strengths, weaknesses, and potentials as she enters the job market.

The California Occupational Preference Systems (COPS) is an interest survey which is scored while the participant is with the counselor. COPS provides information on occupational preferences as they relate to 14 occupational clusters for high school and college students. Achievement in reading comprehension, mathematics, and language is scored from the Tests of Adult Basic Education (TABE). The test does not require specific knowledge or facts but measures understanding and application of principles. Scores from the series of tests are recorded on the occupational information summary sheet (see Appendix C).

Both the summary sheet and the employability development plan which has been signed by participant and counselor are among other forms placed in a participant's folder which will follow her through all CETA components. Based on the finding of interviews, counseling, and testing, the assessment counselor will recommend a program component such as HRP to the participant.

The Gardner subgrantee has a sophisticated, well-trained Assessment Unit. There are four assessment counselors and three testing specialists. The four counselors have degrees in psychology or teaching, with experience in clinical counseling and mental health counseling. The three testing officials have varied backgrounds from an associate of arts degree and 17 years' experience to a master of science degree in psychology. The average caseload carried by a counselor is 100 to 150 participants. Bilingual tests in Spanish have been ordered, and an assessment counselor has her teaching degree in Spanish.

Both assessment and testing officials have stated that the majority of displaced homemakers are shy, hesitant, and at a low confidence level when they first come to Gardner CETA. However, they score higher than the average CETA participant. The counselors also state that if a displaced homemaker is referred back to testing after completing HRP, she is much more relaxed and confident about her abilities. There are certain displaced homemakers who, based on interviews and tests, do not need the transition confidence gaining program of HRP. These women are referred directly to skill training such as on-the-job training or public service employment.

Most of the displaced homemakers need particular assistance in making the transition from home life to work life. Their folders, with test scores and development plans, are sent to the Homemaker Re-Entry Program in Fitchburg.

## IV. HOMEMAKER RE-ENTRY PROGRAM

The overall philosophy of HRP is to provide an intensive group support system which links the women together as individual growth is promoted. For many a displaced homemaker, the trauma of finding oneself physically and financially alone can lead her to believe that her experience is unique. Initially, she is shy and has very little confidence in her ability to exist in the world of work. The HRP staff forges a group from the women as they open up with confidences and personal problems. Reinforcement can therefore come from the staff as well as the other enrollees.

Groups of 15 women are enrolled every 3 months for an annual total of four groups. There is an overlap of participating groups since HRP is a 5-month program. The first 2 weeks are spent in orientation. Next, the enrollees work at two separate worksites for a period of 2 months each. Finally, a 2-week Job Readiness Workshop or Seminar is conducted (see Appendix D for program flow chart).

The staff maintains a constant focus on the goal of the program: to provide an intensive transition step for women who need to move out of a place where they had little input and to develop employability skills in order to locate unsubsidized employment. At the conclusion of HRP, the women should be ready to use their own resources, as well as the community's. HRP has not been designed for skills development, but it stresses individual development. Certain characteristics of locating and keeping suitable employment must be taught to novices in the world of work. According to HRP, the staff places primary emphasis on job readiness skills, consistent work habits, management of personal problems, occupational possibilities, interviewing, job search techniques, and self-confidence to accomplish the above.

### Open House

The potential enrollee is invited first to learn more about the Homemaker Re-Entry Program at an Open House. From the folders referred by the Gardner subgrantee, enrollees are called or written and invited to participate. Open Houses may be held several times prior to the formation of a new group. HRP will provide transportation since the lack of public transporation could preclude an individual from learning about the program.

At the Open House, HRP staff explain the program objectives and the commitment the women must make to the program. Deciding whether to participate in HRP is a first step the women take in learning the decisionmaking process.

The staff must also evaluate whether an individual is capable of structured learning and can participate in a group experience. Approximately 25 percent of the women are deemed not ready for HRP and have their folders returned to Gardner. This evaluation by HRP is done by individual indepth interviews and an intake questionnaire. The intake questionnaire (see Appendix E) determines if an individual is emotionally stable and able to tolerate stress in the program. The questionnaire itself is evaluated against minimum assessment criteria.

At the conclusion of the Open House, the participant is informed of the date, time, and place for the beginning of the program. Those participants who have been rejected are informed after indepth interviews that their folders will be returned to the Gardner Assessment Unit. If there is a doubt as to an individual's ability to function in HRP, a decision is postponed until after the staff have discussed the case. If accepted, the person is called by telephone and told when and where to report.

All participants in the Open House are given an opportunity to use HRP's career library. The library, collected especially for the Homemaker Re-Entry Program, contains print resources about career and self-help issues such as problem solving, money management, and auto care.

Staff

The staff selected may be the most important and variable component for a displaced homemaker's project. Staff must be sensitive to enrollees' needs while being a catalyst to their self-development. It is important that staff not appear omnipotent nor become decisionmakers for the women. While providing support, staff must allow the displaced homemakers to make their own decisions, right or wrong. This is all part of the learning experience.

During the model year, the contractor played a key role in the program. The contractor provided the roles of onsite director and technical assistance director. During the entire year, training was given to the next year's HRP staff. Thus the new staff was present at the project, learning the mechanics of HRP which provided for a smooth transition.

HRP, now in its second year, has three full-time positions: senior trainer, counselor, and staff assistant. The senior trainer has responsibility for HRP staff coordination, training activities, coordination of all workshops, and provision of client services. She and the Adult Work Experience program assistant locate worksites for the enrollees. In addition, she assists in program evaluation. The current senior trainer is a displaced homemaker with previous experience as a counselor for the Work Experience School. She was also the counselor for HRP during the model year while she learned more about the program.

The counselor assists the trainer in workshops, seminars, and recordkeeping. She conducts the Open House and makes worksite management visits. The counselor is herself a graduate of the Homemaker Re-Entry Program who became a staff assistant and has been promoted to the PSE-funded counselor position. The staff assistant is responsible for assisting at the Open Houses, developing new worksites, and clerical duties.

Every member of the staff provides formal and informal counseling services. Talking with a participant is viewed as a counseling opportunity. Confidences are shared as the staff members relate their own experiences as displaced homemakers. Another mutually shared responsibility is transportation. Although provisions are made through Gardner to assist in bringing the enrollees to the orientation and workshops, the women must provide their own transportation to the worksites. When problems arise, the staff members are prepared to implement transportation services.

As one group is "graduating" another group is enrolled. This suggests that at any one time the caseload for each of the two counselors may be 15 to 1. It is understood that the staff members themselves must continue to grow professionally and not stagnate. They participate in further training and conduct self-assessments.

Orientation

All enrollees are required to attend a 2-week, full-time orientation program. It is during this period that enrollees begin self-assessment and study career options. The goals of orientation are to form a peer support group, realize the transferability of homemaking skills to the labor market, and begin to resolve personal concerns. In summary, the homemakers begin to take control of their own lives.

The curriculum for orientation can be divided into five major categories: self-knowledge, career information, economic information, education information, and decision-making. Appendix F contains an agenda of orientation activities for the 2 weeks. Most days consist of structured sessions with some afternoon field trips.

The first morning a "learning contract" is negotiated between the enrollee and HRP. The purpose of the contract is to spell out the displaced homemakers goals, HRP services, and HRP expectations of the enrollees (see Appendix G). This sets up the norms of the program.

An important part of a displaced homemakers' project should be skills identification. The homemaker is shown that the abilities she used while at home do have value in today's labor market (see Appendix H). She comes to HRP with an abundance of talents which can be redirected.

The work world might be a particularly terrifying thought to people who have not participated in paid employment. The women, therefore, are helped to develop a secure feeling from participating in the orientation but may fear entering the real world of work. HRP eases the homemaker into the work force first by means of field trips. The group visits local industries to learn what different jobs entail, and they discuss their perceptions and interests in the afternoon session at HRP. Previous field trips have included a nursing home, vocational/technical high school, library, and CETA classroom training.

At the conclusion of the first week, another type of field trip is planned--the "hobby interview." The enrollees choose a job of interest to them and visit the establishment. There they ask questions regarding the type of work involved. The enrollees may go individually or in groups. The purposes of the "hobby interview" are to break down barriers between the enrollees and the world of work, remove them from the sheltered environment at HRP, and show them that the labor market has resources they can use.

The participants related this story of a "hobby interview" which demonstrates their increasing confidence level.

> *Several of us decided to visit a local television station to learn what kinds of jobs go on there. At first no one wanted to spend any time with us. Finally we convinced the station manager to spend 5 minutes with us discussing his job. The questions flew fast and, before any one noticed it, we were there an hour.*

Skills identification and interest determination make use of Richard Nelson Bolles "A Quick Job-Hunting Map/Your Functional/Transferable Skills." Basically, it involves analyzing what the displaced homemaker enjoys doing and new skills she would like to have, how she can incorporate past and learn future skills, and where she is able to use these interests and skills. Interest identification begins with listing fantasy careers and moves to important values in the work environment. The tasks are synthesized in a workplan which provides an individual occupational profile.

The enrollees are provided with daily comment and evaluation during orientation. Their comments and suggestions are incorporated in the program design, upon review by HRP. In addition, the enrollees are asked to evaluate the entire orientation at its conclusion (see Appendix I).

At the end of the orientation period, an enrollee may wish to participate in extra training while at the next stage, the worksite. She may be referred to "Right to Read," driver's education classes, or the G.E.D. (General Educational Development for high school equivalency). It is the enrollee's option to take the training. Driver's education and G.E.D. have been the two most frequently used training programs. Public transportation has been cited as a severe problem in this area. Also, since 60 percent or more of displaced homemakers in this program did not finish high school, they displayed an eagerness to get a diploma through G.E.D.

Toward the end of orientation, the women decide at which worksite they would like to spend the next 2 months. Location of suitably sheltered worksites is done by HRP. The displaced homemaker must make her own telephone calls to the identified sites, set up an interview, and decide if this is similar to work she may like to continue. The work experience portion of HRP is discussed further in the following section.

Work Experience

The Work Experience (WE) component offers two short-term opportunities to gain experience in the work force before seeking more permanent employment. Many displaced homemakers have never worked or, at best, have low-skilled, intermittent employment histories. As the women learn work habits and develop their employability, they are also discovering different occupations. The requirements of WE are that the worksites be with nonprofit agencies, pay the minimum wage for 37½ hours per week, and that the homemakers be onsite at least 50 percent of the time (the

remainder may be class time). HRP staff recommends that the number of available work experience sites be 1½ to 2 times the total number of enrollees at any given time.

HRP staff conduct the searches for worksites. Within the eligibility parameters, they select and interview possible supervisors at the sites. The formal program requirements are explained. HRP offers the employer free labor in exchange for supplying real work assignments at the entry level and providing supervision and education on the job. The enrollees must also be allowed time for classes (if they so opt) and to attend weekly meetings at HRP.

The supervisor and enrollee sign a CETA Worksite Agreement which delineates each person's responsibilities while on the worksite (see Appendix J).

The types of positions available through Work Experience are as follows: teacher's aide, receptionist/typist, library aide, worker in hospital therapy room and record room, food services supervisor, assistant to van driver for Meals on Wheels, custodial worker, and worker with young and old people. Many positions are of a social services or clerical nature, and HRP realizes the need to develop less traditional employment sites for women.

The displaced homemakers are not abandoned to their employment when WE begins. There are weekly seminars or meetings at HRP. The peer support group is still needed as the process of learning about self and others continues. The weekly meetings are used to advise the women of other CETA services, discuss problems, air frustrations, and record successes. If a person chooses a site which is not working out, the staff helps the enrollee understand that the situation is not permanent and that wrong decisions are a part of life.

During the sixth week of the 2-month WE site, the homemakers think about selecting a second site. There is a temptation to stay with the familiar; however, the emphasis is on new experiences. Occasionally, the women are allowed to remain if they are able to demonstrate new and increased responsibilities or a chance of obtaining more permanent employment in the same field.

After the second site for WE has been selected, a second CETA Worksite Agreement is negotiated between the supervisor and enrollee. Once during each worksite phase, the trainer prepares an individual progress report for each participant and discusses it with her. The enrollee also evaluates the worksite by completing a weekly worksite journal, and discusses her reactions during the weekly seminar (see Appendix K).



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At the conclusion of Work Experience, the displaced homemaker feels more adjusted to the work environment, has received wages for her work, and has experience she can use on her resume to apply for nonsubsidized employment.

Job Readiness Seminar

The final 2 weeks of the Homemaker Re-Entry Program are spent in the Job Readiness Seminar or series of workshops at HRP. This is a high support experience for the whole group which involves counseling and morale building as well as providing specific job search skills. The workshops are multifaceted. The displaced homemakers are experiencing termination anxieties, fears of rejection by employers, lack of confidence in leaving the group, and possibly personal problems.

During the first week, the learning experience of the whole program is synthesized. The displaced homemaker assesses the skills she brought with her and the skills she learned and used on the job. This self-knowledge is blended with educational or occupational plans for the future.

The second week is more specific as she develops job search skills. The activities for this week were conducted by HRP and Gardner CETA job search workshop facilitators. Specifically, the Gardner subgrantee conducted the segments on resume writing and interview techniques. To assist the displaced homemakers in breaking into the labor market, HRP invited guest speakers from local industries to explain personnel practices and answer enrollee's questions. The skills for job search are also developed through role playing and the use of videotapes. The classified advertisements for employment are studied, and the women learn how to reply to the ads. Enrollee progress in applying for employment is monitored through a job action report which simply describes the individual job search activities undertaken by each enrollee.

The women are brought together at the end of HRP for graduation which solidifies the support experience and culminates participation in HRP.

Intercomponent Referral

For the displaced homemakers who have not located employment during the job search workshops, the HRP staff may refer them back to the Gardner CETA Assessment Unit with recommendations for skill training. The enrollees' folders are returned to Gardner where further assessment and testing occur.

During the model year, 14 women (of the total 53 served at HRP) were referred to PSE positions or classroom training. On-the-job training is being examined as another option for displaced homemakers.

The classroom training courses include clerical development, cooking, English as a second language, G.E.D. (full time with a stipend), and computer test technician training. Seven women were referred to classroom training: three have been receiving clerical training, two are in G.E.D., one is in basic education foundations, and one is in the cooking class. At the end of the model year, five of the seven referrals are still enrolled.

Seven displaced homemakers were placed in Public Service Employment. The types of positions ranged from working in the CETA Intake Unit to clerical to the HRP counselor slot. All seven homemakers are still enrolled.

Job Development Unit

During the model year, all job development and placement for displaced homemakers was done by HRP. Enrollees either found employment during the Job Readiness Seminar or transferred to other CETA components. It is anticipated that job development and placement for displaced homemakers will be integrated into Gardner CETA.

At the Gardner subgrantee, job development planning is conducted for enrollees who are finishing CETA programs and have attended job search workshops. Each enrollee completes a job development form which identifies occupational preferences and is placed in the enrollee's folder (see Appendix L). Job solicitation occurs when employers are contacted regarding vacancies. Next the staff matches job-ready clients with the lists of job openings. Appendix M is the form for employer analysis which indicates industries with employment possibilities. If no appropriate matches can be made, Gardner staff work

with employers to create jobs for specific individuals through job development. A flow chart of job development and placement is in Appendix N.

The majority of the staff at Gardner have been CETA program participants. They demonstrate great sensitivity and concern for individual needs and abilities to find employment. PSE slots have been used inhouse to hold down administrative costs. The qualifications of the Job Development Unit include degrees in education, psychology, and Fine Arts, with experience in sales or private employment placement.

Job Placement

Of the 53 enrollees in the model year, 12 found employment immediately after HRP. The majority of positions were unskilled and entry level. Many were jobs for which the displaced homemaker would have been qualified without the services of HRP, had she been emotionally and physically prepared. Salaries were close to minimum wage. This in itself is a deterrent to long-life employment since many homemakers must manage a house and family on their income.

The displaced homemakers who entered employment did not participate in CETA skill training. The jobs they located have been traditional for women, and the retention rate after 30 days has been quite low. As the table below shows, half of the displaced homemakers were no longer in the position they entered immediately after leaving HRP.

| Job | Hourly Wage | Followup Period (Days) | On the Job |
|---|---|---|---|
| Stitcher | $2.75 | 30 | No |
| Reel Attender | 3.07 | 30 | No |
| Reel Attender | 3.00 | 30 | No |
| Packer | 2.65 | 30 | No |
| Supervisor | 3.20 | 90 | Yes |
| Visitor/Aide | 2.65 | 90 | Yes |
| Housekeeper | 2.65 | 30 | No |
| Floor Supervisor | 3.00 | 90 | No |
| Clerk | 3.00 | 30 | Yes |
| Food Services | 3.75 | 30 | Yes |
| Sales | 2.65 | Letter Sent | |
| Nurses Aide | 2.85 | 30 | Yes |

Gardner CETA will emphasize further training or experience for displaced homemakers, rather than immediate placement in the job market. The staff anticipate scheduling suitable interviews for the enrollee after skill training. Progress is traced through the referral and placement form which is completed and placed in the enrollee's folder (see Appendix O).

Followup

At Gardner CETA, a followup clerk places telephone calls to employers 30, 90, and 180 days after placement. Non-positive terminations are called after 180 days to find out if different employment has been obtained. The information gathered is used to determine employment retention rates, number of enrollees who located their own employment, and effect of various CETA services on the positive termination rate. The information is then given to the manpower planner and program coordinators. There is no counseling after placement. However, HRP may contact the displaced homemaker on an informal basis.

## VI. MONITORING AND EVALUATION

During the model year, the Homemaker Re-Entry Program was monitored closely by the Massachusetts State Manpower Services Council (SMSC). The SMSC staff maintained contact with the Gardner subgrantee and, at HRP, conducted site visits and participated in staff meetings. HRP has provided monthly and quarterly reports listing accomplishments and slippages as well as data on client outcome. A final evaluation on the model year is being written by the Office of Research and Development, Massachusetts Department of Manpower Development.

Self-evaluation predominated during this first year as both program staff and enrollees evaluated themselves and each other. The enrollee evaluated HRP through daily comment sheets in orientation, an evaluation questionnaire completed at the end of the program (see Appendix P), and informally during the weekly work experience seminars.

HRP monitored the enrollee's progress through use of a 3-month update on each employability development plan, two progress reports measured against a checklist of personal goals, and individual 4-page assessments. The coordinator of Work Experience worked closely with HRP staff for program effectiveness.

## VII. SUPPORTIVE SERVICES

According to Massachusetts balance of State regulations on supportive services, part of Title I monies may be used. These services include transportation, health care, child care, legal assistance, and emergency aid. Transportation for the displaced homemakers used the largest portion earmarked for supportive services. Two vans were used to transport homemakers to the Open House, Orientation, and Job Readiness Seminar. Child care support was virtually unused. None of the women had preschool-age children, reflecting the fact that 35 is the minimum age for participation in HRP.

It is the counselor's responsibility to attempt to find pro bono services. If that is not possible, she must document that fact and write a services agreement to obtain CETA funds.

## VIII. FUTURE PLANS

The model year has ended, and the contract for program design and onsite assistance has finished. The HRP staff, which was trained for the transition during the model year, will now administer the refunded displaced homemakers project.

The Gardner subgrantee plans to make HRP a stronger part of its CETA "feeder system." In this setup, HRP enrollees would be directly referred back to Gardner after the program for assessment into CETA. This would also provide the link to Gardner's job development and placement units. Gardner also intends to provide better PSE slots for displaced homemakers and will explore the option of on-the-job training. Monitoring and evalution of HRP will be conducted by Gardner. More attention will be given to followup services and counseling.

## IX. SUMMARY

The Homemaker Re-Entry Program has provided the transitional step from a sheltered homelife to the world of work. Given the need for high-support experience, the Work Experience program appears to be the best possible CETA option for displaced homemakers. It allows enrollees to learn employability skills such as work habits, consistent attendance, and taking directions. The homemakers gain confidence about their usefulness in the labor market as they receive praise and wages for their work. The HRP staff provide excellent role models as displaced homemakers themselves. The enrollees feel particularly strong about a displaced homemaker as project director, but other professionals have a philosophic disagreement on this point. Regardless of the outcome of that debate, the sensitivity and knowledge of the staff is a most crucial ingredient. The staff must not only forge the group and provide intense support, but must also allow the enrollees to make their own decisions.

It is very important not to raise displaced homemakers' hopes unrealistically when they are not equipped with skill training. There should not be a tendency to "cheerlead" the homemakers into employment directly after a displaced homemakers program. The necessary skill training could come from an intercomponent referral to CETA classroom or work-while-learning training.

Gardner subgrantee plans to strengthen its "feeder system" concept for job placement which will greatly enhance the retention rate for displaced homemakers.

The Job Development/Placement staff members were asked the most crucial question regarding displaced homemakers. "If we consider the labor market conditions, lack of public transportation, and problems inherent in being a low-income displaced homemaker, will these women find suitable employment, that is, at a living wage?" The Gardner staff responded that if the displaced homemaker is given skill training for the types of positions available locally, she will be eligible for and locate unsubsidized employment.

The HRP participants themselves demonstrate the success of the program. One displaced homemaker explained she had no self-confidence and was afraid of sharing her

problems with others. Now she receives support and encouragement and classifies her life as "great!" She said that before HRP she had no reason to get up in the morning, and spent so much idle time at department stores she could tell customers where anything was located. Now she has bought a car and realizes she can accomplish something. "HRP has put a light in my life again," she acclaims. Another woman is currently studying for the G.E.D. while on a worksite as a teacher's aide. She wants to go to college and become a teacher for the mentally retarded.

Overall, the displaced homemakers are proving to themselves they can survive in the world of work. This is one example.

> *Betty D. was married at 17 years old and had three children in 5 years. Shortly after the sixteenth wedding anniversary, her husband died from drowning leaving Betty with children ranging from 14 to 11 years old. The family's financial resources were low and Betty had several small jobs with no financial future. She felt alienated, especially when her parents did not give her emotional support. Five years had passed when a friend told her about CETA. After enrolling in HRP, her first worksite was as a receptionist and typist. Betty has just started her second work experience and will be a hospital records transcriber. She can use her nursing background, though limited, as she types from doctors' cassettes. Betty's eyes sparkled as she described her new career and the good possibility of finding employment as a medical records transcriber after the Homemaker Re-Entry Program.*

## APPENDIXES

A. Advertisements

B. Client Employability Development Plan

C. Occupational Information Summary Sheet

D. Homemaker Re-Entry Program Flow Chart

E. Intake Questionnaire

F. Orientation Agenda

G. Program Services and HRP Expectations for Learning Contract

H. The Homemaker's Career

I. Orientation Evaluation

J. CETA Worksite Agreement

K. Worksite Journal

L. Job Development Form

M. Employer Analysis

N. Flow Chart of Job Development and Placement

O. Referral and Placement Form

P. Homemaker Re-Entry Program Final Evaluation

Sentinel-Enterprise, Fitchburg, Mass., Friday, August 4, 1978

**SUMMERTIME AND THE LIVING IS EASY**

**But what will you be doing in September?**

The Homemaker Re-entry Program is currently interviewing for a September Group.

**YOU MAY BE ELIGIBLE**

Any Homemaker 35 years or older who has lost his/her source of support may call 342-7919 for more information.

TRY IT - YOU MIGHT LIKE IT

If you are 35 or older .....

If you have been primarily a homemaker for most of your recent past .....

If you have been dependent on income of another family member but have become separated, divorced, or widowed .....

AND

If you are now interested in going to work, but aren't sure how to go about it .....

Call or Drop By the

# Homemaker ReEntry Program

(a CETA-funded project)

545 Westminster St. 342-7919
Fitchburg, MA 01420

Information Open Houses are held each week on
Tuesdays, at 10:00 AM
Please Join Us!

## 342-7919

# GARDNER CETA PROGRAM
# CLIENT EMPLOYABILITY DEVELOPMENT PLAN

NAME: _____ DATE: _____

ADDRESS: _____ PHONE: _____

SOCIAL SECURITY NO: _____ VETERAN STATUS: _____

---

## Initial Plan Development

1. Assessment Referral (Indicate appropriate program activity): _____

2. Vocational/Educational Areas applicant is interested in pursuing and reasons:

3. Short Range Goals: 1. _____
   2. _____

4. Long Range Goals: 1. _____
   2. _____

5. Are long range goals realistic? If YES, why, If NO, why not? Be explicit:

6. Steps necessary to reach goals: (examples-skill, trng., G.E.D. Preparation, Work related experience, etc.)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

7. List any education, trng, experience or hobbies applicant may possess:

_____

_____

_____

_____

8. List any obstacles applicant may have that would interfere with employment or training:

1. _____ 3. _____

2. _____ 4. _____

9. List any supportive service applicant is currently receiving and source:

_____

_____

_____

_____

10. List any supportive services applicant would need in order to participate in CETA:

_____

_____

_____

_____

APPLICANT'S SIGNATURE _____ DATE _____

ASSESSMENT COUNSELOR _____ DATE _____

APPENDIX C

## OCCUPATIONAL INFORMATION SUMMARY SHEET

**CLIENT'S NAME:** **DATE:**

REPORT PREPARED BY:

SUMMARY OF SCORES:

CAPS: (STANINES) SP_____ SS_____ TP_____ TS_____ CE_____ O_____ BP_____

BS_____ CL_____ CO_____ AP_____ AS_____ SP_____ SS_____

COPS: (PERCENTILES) SP_____ SS_____ TP_____ TS_____ CE_____ O_____ BP_____

BS_____ CL_____ CO_____ AP_____ AS_____ SP_____ SS_____

TABE: MATH_____* READING COMPREHENSION_____*

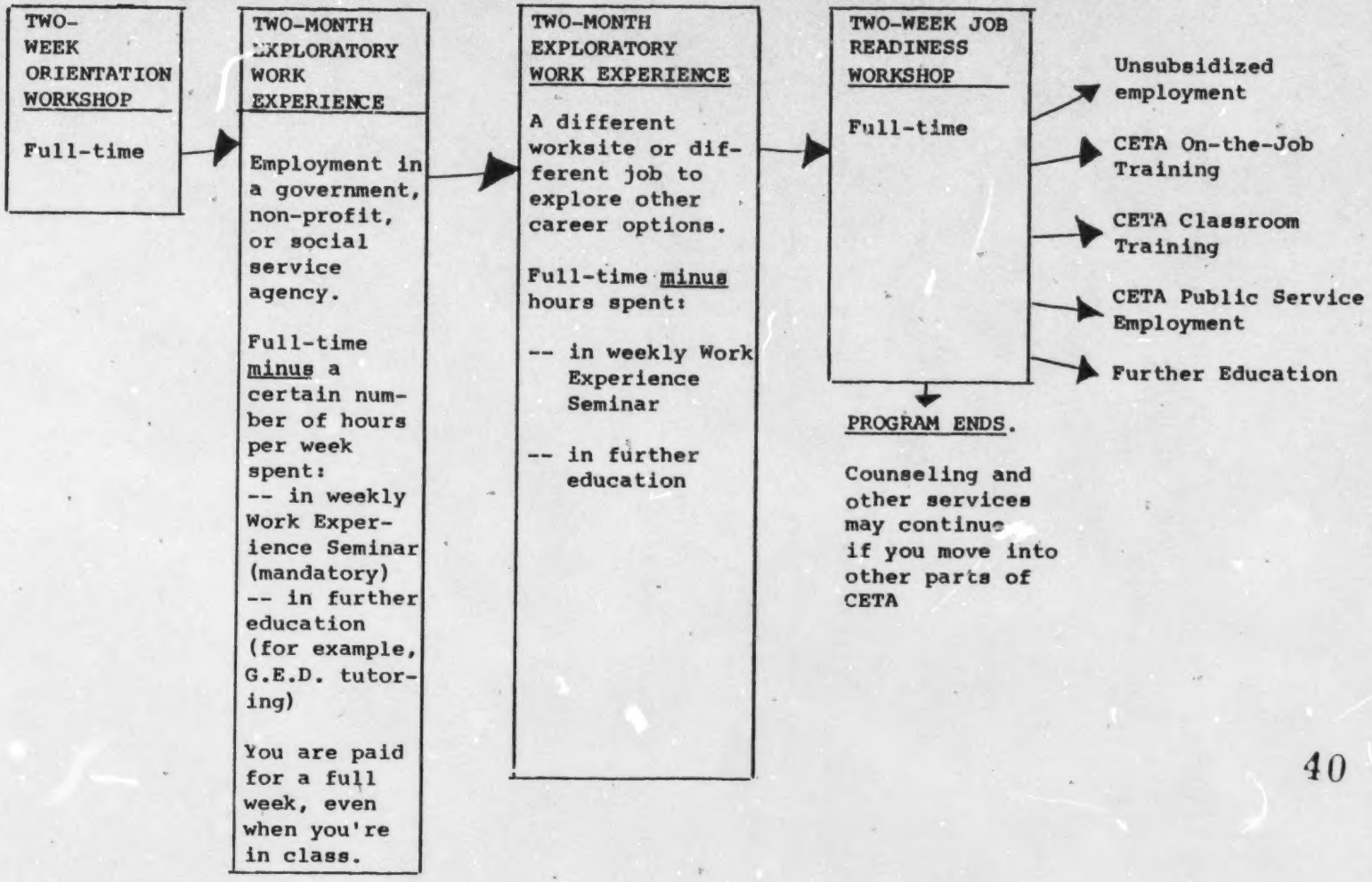
TEST TECH._____ COOKING_____ OTHER TESTS_____

*(TABE test scores are grade equivalents)

SUMMARY OF TEST RESULTS:

APPENDIX D

## HOMEMAKER RE-ENTRY PROGRAM FLOW CHART


TWO-WEEK ORIENTATION WORKSHOP
Full-time
TWO-MONTH EXPLORATORY WORK EXPERIENCE
Employment in a government, non-profit, or social service agency.
Full-time minus a certain number of hours per week spent:
-- in weekly Work Experience Seminar (mandatory)
-- in further education (for example, G.E.D. tutoring)
You are paid for a full week, even when you're in class.
TWO-MONTH EXPLORATORY WORK EXPERIENCE
A different worksite or different job to explore other career options.
Full-time minus hours spent:
-- in weekly Work Experience Seminar
-- in further education
TWO-WEEK JOB READINESS WORKSHOP
Full-time
PROGRAM ENDS.
Counseling and other services may continue if you move into other parts of CETA
Unsubsidized employment
CETA On-the-Job Training
CETA Classroom Training
CETA Public Service Employment
Further Education

# INTAKE QUESTIONNAIRE

NAME _____ _____

ADDRESS _____

PHONE _____

BIRTHDATE (month, day, year) _____

1. How did you hear about the HOMEMAKER RE-ENTRY PROGRAM?

_____

_____

_____

_____

2. What financial support are you receiving right now? (For example AFDC, Social Security, pension, alimony, child support)

_____

_____

_____

3. Have you ever worked for pay before?

YES _____ NO _____

4. If yes, where, and doing what?

| WHERE | JOB | Number of months or years employed | Dates or your age at the time |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

5. Why would you like to join the Homemaker Re-Entry Program?

_____

_____

_____

_____

6. What type of job would you like to get in the future? (After the program is over). List more than one idea if you want.)

_____

_____

_____

_____

7. What types of education or further training might you like to investigate?

_____

_____

_____

_____

8. As of today, what do you think you may already have to offer an employer?

_____

_____

_____

_____

9. What problems do you need to work on through the program that might get in the way of your getting a good job?

_____

_____

_____

_____

10. What kinds of help do you want from the Program?

_____

_____

_____

_____

11. If you have a family at home that needs childcare during the normal workday, have you made arrangements and plans so that you can work? If yes, briefly state what those plans are.

_____

_____

_____

_____

# ORIENTATION AGENDA

WEEK I

| | A.M. | P.M. |
|---|---|---|
| Day 1 | Get Acquainted<br>Learning Contract | Role Models<br>Homemakers as Career Changers<br>Program Business |
| Day 2 | Self-Knowledge: Interests<br>Things I Enjoy Doing<br>Party Game | Self-Knowledge: Interests<br>Work Interest Inventory<br>Career Information:<br>What We Already Know About the World of Work |
| Day 3 | Self-Knowledge: Skills Identification<br>Analysis of Accomplishments<br>Preparation for Field Trip | Career Information: Field Trip<br>De-Briefing |
| Day 4 | Self-Knowledge: Skills Identification<br>Life Stages Grid | Educational Information:<br>Field Trip<br>De-Briefing |
| Day 5 | Self-Knowledge: Skills Identification<br>Functional/Transferable Skills<br>Pulling It All Together | Career Information:<br>Hobby Interview<br>Preparation<br>Processing Week's Work |

WEEK II

| | A.M. | P.M. |
|---|---|---|
| Day 6 | Self-Knowledge: Values<br>Broad Life Goals and Values<br>Value Alternatives<br>Career Fantasy | Career Information:<br>Hobby Interview<br>Debriefing |
| Day 7 | Self-Knowledge: Goals<br>Preferred Working Environments/Conditions<br>Preferred Co-Workers<br>Job Values | Career Information:<br>Field Trip<br>Debriefing - or -<br>Educational Information:<br>Talk by Teacher<br>(Educational Diagnostic for Individuals) |
| Day 8 | Career Information: Career Research<br>Interviewing People in Jobs<br>(Educational Diagnostic for Individuals) | Educational Information:<br>Field Trip<br>Debriefing |
| Day 9 | Career Information:<br>Interviewing People in Jobs<br>Self-Knowledge: Workplan<br>(Educational Diagnostic for Individuals) | Decision-Making: Talk by Worksite Developer |
| Day 10 | Decision-Making: Work Experience Sites<br>Interviewing and Choosing | Decision-Making: Work Experience Sites |

APPENDIX G

## PROGRAM SERVICES AND HRP EXPECTATIONS

## FOR LEARNING CONTRACT

### WHAT WE CAN'T DO

** Guarantee you a job.

** Put you through school.

** Solve all your problems.

** Make you rich.

** Make you happy.

** Make your career decisions for you.

### WHAT WE CAN DO

** Show you new ways of thinking about yourself to increase your confidence in yourself.

** Teach you about all the choices you have open to you, and help you locate more information about them.

** Help you identify your interests, aptitudes, and skills.

** Teach you ways of setting goals, making plans for the future, solving day-to-day problems.

** Help you learn how to help each other.

** Provide you with some work and learning experiences to help you choose the job or further training you want.

** Teach you skills for finding a job and succeeding on the job once you're there.

** Help you find the ways to combine family and work more easily.

** Provide you with information about the "World of Work"

## OUR EXPECTATIONS OF YOU

** Be here every day. Be here on time.

** Keep us informed -- if you're sick, or have a doctor's appointment, let us know what's going on with you.

** Be honest with yourself and with us.

** Give your support and help to other people in the group.

** Keep what we talk about here confidential -- keep it inside the program.

** Be an eager learner -- be willing to try new things and go new places -- be willing to do some hard work and hard thinking.

** Be willing to do writing in class and homework outside of class.

** Take responsibility for solving problems yourself, and making decisions for yourself, with our complete support.

** Cooperate with us around the rules and regulations we have to stick to as a CETA program. Don't ask us to bend the rules.

** Give us a chance to convince you that we've got some good approaches to help you get where you want to go.

** Take at least 50% of the responsibility for what happens in this program. Don't ask us to do for you what you should be able to do yourself.

## THE HOMEMAKER'S CAREER

Day Care Worker
Chef
Counselor
Nurse
Maid
Driver
Dishwasher
Organizer
Planner
Budgeter
Painter
Appliance Repairer
Wallpaperer
Gardener
Plumber
Entertainer
Interior Decorator
Electrician
Dietician
Child Psychologist
Seamstress-Tailor
Butcher
Coach
Team Player
Referee
Purchasing Agent
Veterinarian
Activities Director
Social Secretary
Hairdresser
Barber
Bedtime Story Reader
Preserver
Protector
Artist
Upholsterer
Teacher
Carpenter
Furniture Refinisher

## ORIENTATION EVALUATION

We'd like your careful thought about the past two weeks to know if you feel the workshop was valuable and what you learned during it.

Use your Daily Notes as helpful reminders as well as the other material in your folder.

Which parts of the workshop (exercises, discussions, written work, etc.) did you like the best? (Please be as specific as possible.)

Which parts of the workshop did you like the least? (Again please be specific.)

What things have you learned about the world of work over the past two weeks that are important to you?

Have your feelings about yourself changed over the last two weeks? If so, can you explain how?

Have your feelings about "working" changed over the past two weeks? If so, can you explain how?

Over the two weeks, how do you feel about the group and your participation in it as a member?

Please say how you felt about the instruction and counselors over the two weeks. Were they organized, prepared? Please be specific.

APPENDIX J

## CETA WORKSITE AGREEMENT

### WORKSITE LEARNING/WORKING CONTRACT
### HOMEMAKER RE-ENTRY PROGRAM

TITLE OF POSITION _____

NAME OF WORKSITE _____

DATES (from) _____ (to) _____

| EMPLOYEE/LEARNER AGREEMENT | EMPLOYER/SUPERVISOR AGREEMENT |
|---|---|
| I agree to perform the following duties and carry out the following responsibilities at this worksite: | I agree to provide this individual with the following skill development, learning, and career exploratory experiences while she is assigned to this worksite: |
| NAME (PRINT) _____ | NAME(PRINT) _____ |
| SIGNATURE _____ | SIGNATURE _____ |

# WORKSITE JOURNAL

NAME _____

WEEK ENDING _____

WORKSITE _____ PHONE# _____

SUPERVISOR _____

1. New things I learned and learned how to do this week:

2. Specific things I accomplished or got done this week at work:

3. Unanticipated problems that came up, and how I did in dealing with them:

4. Things I learned about working with other people:

5. Things I learned about myself:

6. Problems I could use some help with:

APPENDIX L

## JOB DEVELOPMENT FORM

Name: _____ Address: _____ Home Phone: _____

Age: _____ Veteran: _____ Projected Term. Date: Mo. ___ Day ___ Yr ___

What is your usual/preferred occupation? _____

Present Job? _____ Location: _____

Date of Hire: _____ Work Phone: _____

Supervisor's Name: _____ Counselor's Name: _____

List any and all skills, training, special courses, service training, schools, education, etc. _____

_____

_____

List, in order of your preference, occupations for which you are qualified and would like to be considered.

| | Occupation | Length of Experience |
|---|---|---|
| 1. | _____ | |
| 2. | _____ | |
| 3. | _____ | |
| 4. | _____ | |
| 5. | _____ | |

List any obstacles to employment in the above occupations. Be specific. Example: no driver's license, no transportation, no day care, offender, physical handicap or limitations (if so, what?).

_____

_____

_____

1. How far will you commute to work? _____

2. Are you willing to relocate? Yes _____No_____

3. Are you willing to travel on the job, if necessary?
   Yes _____ ___No_____

4. Are there any particular employers you would prefer to work for and why?

   _____

   _____

Present Salary: _____Minimum Starting Salary: _____
(must be realistic)

Date of most current resume: _____

Date Job Search Workshop completed: _____

APPENDIX M

CONFIDENTIAL TO
SUBGRANTEE EMPLOYEES

## EMPLOYER ANALYSIS

(to be done at least annually)

Company: _____ Average Score: _____

Address: _____ Analyst: _____

A. Evaluation Criteria

1. Number of job openings during the year (based on size of firm, projected growth, and projected openings):

   (1) Low: between _____ openings and _____ openings.
   (2) Medium: between _____ openings and _____ openings.
   (3) High: between _____ openings and _____ openings.

2. Probability of hire (based on employer and union attitudes toward CETA and on hiring requirements):

   (1) Low: negative attitudes and/or _____ years of specific experience
   (2) Medium: neutral attitudes and/or _____ years of specific experience
   (3) High: positive attitudes and/or _____ years of specific experience

3. Probability of retention (based on wages, benefits, working conditions, and job mobility):
   (1) Low: wages below _____; no vacation or insurance; dangerous/dirty; no career ladder.
   (2) Medium: wages between _____ and _____; insurance; safe/clean; in-house promotion.
   (3) High: wages between _____ and _____; vacation and insurance; pleasant, in-house training and promotion.

4. Accessibility (based on distance and transportation alternatives from client residences):

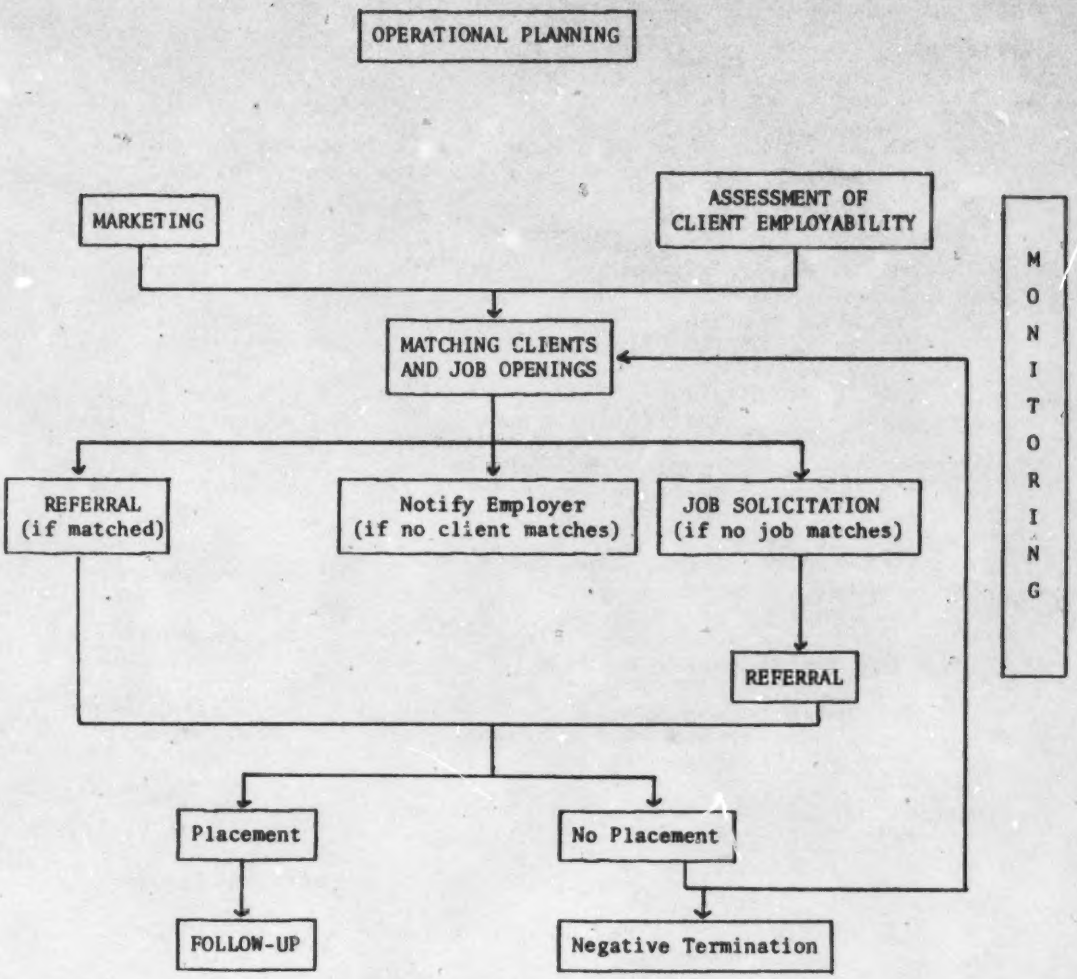
   (1) Low: transportation time from nearest clients: private _____ public _____.
   (2) Medium: transportation time from nearest clients: private _____ public _____.
   (3) High: transportation time from nearest clients: private _____ public _____.

B. Analysis Instructions

1. Establish the values of the criteria to be used for measurement. These should be standardized for all JDP staff members. The subgrantee should redefine the criteria as it finds most useful.

APPENDIX N

FLOW CHART OF JOB DEVELOPMENT AND PLACEMENT



APPENDIX O

## REFERRAL AND PLACEMENT FORM

(Client name) is scheduled to apply for employment on (date) at (time) with (name of contact person) of

(firm name)

(firm address)

(firm phone)

(Name)

Placement Specialist

(Date) (Phone)

- - - -

# HOMEMAKER RE-ENTRY PROGRAM

## FINAL EVALUATION

Program Evaluation

1. Do you think the program was carefully explained to you during the Open House and Intake Interview?
   Yes_____ Partially_____ No_____

2. Do you think the following components were helpful to you:

| | NO | | | | | YES |
|---|---|---|---|---|---|---|
| a. Assessment Workshop | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Work Experience Seminar | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Worksite Experience | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Job Search Workshop | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Staff Counseling/Support | 1 | 2 | 3 | 4 | 5 | 6 |
| f. G.E.D. Learning (if applicable) | 1 | 2 | 3 | 4 | 5 | 6 |

Comments and Suggestions:

3. What did you like best about the program?

What did you like least?

4. What should we do to improve the program in the future?
   (Answer on other side of this sheet)



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